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# **ILLINOIS CERTIFICATION TESTING SYSTEM**

**FIELD 143: MUSIC**

**TEST FRAMEWORK**

**November 2003**

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# Illinois Certification Testing System

FIELD 143: MUSIC

TEST FRAMEWORK

November 2003

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# ILLINOIS CERTIFICATION TESTING SYSTEM

## FIELD 143: MUSIC

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Listening Skills  
Music Theory  
Creating and Performing Music  
Music History and Culture  
Music Education

#### SUBAREA I—LISTENING SKILLS

##### **0001 Understand the elements of melody and harmony in a recorded music work.**

For example:

- Identify aural examples of melodic scales (e.g., pentatonic, modal, major, minor, whole-tone) and intervals.
- Identify aural examples of melodic structures and devices (e.g., sequence, repetition).
- Identify aural examples of harmonic structures (e.g., tonal, atonal, modal) and textures (e.g., polyphonic, homophonic).
- Identify aural examples of chordal structures and progressions (e.g., major, minor, dominant seventh, augmented, diminished, major seventh, minor seventh).
- Identify aural examples of cadences (e.g., authentic, half, deceptive, plagal).

##### **0002 Understand the elements of rhythm and expressive qualities in a recorded music work.**

For example:

- Identify aural examples of beat, meter, and tempo.
- Identify aural examples of rhythmic patterns and devices (e.g., syncopation, hemiola).
- Identify aural examples of dynamics, articulation, and embellishments.

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**0003 Understand the historical and cultural characteristics of a recorded music work.**

For example:

- Recognize characteristics of Western art music from major periods (e.g., baroque, classical, romantic, modern) in aural examples.
- Recognize characteristics of music of the United States (e.g., popular, folk, jazz, ethnic, art music) in aural examples.
- Identify music styles of world music in aural examples.

**0004 Understand the elements of timbre in a recorded music work.**

For example:

- Identify specific acoustic and electronic instruments in aural examples.
- Identify vocal classifications in aural examples.
- Identify specific instrumental ensembles in aural examples (e.g., orchestra, jazz combo, steel drum band).
- Identify specific vocal ensembles in aural examples (e.g., mixed chorus, madrigal group, barbershop quartet).

**0005 Understand performance errors in a recorded vocal or instrumental performance of a written score.**

For example:

- Recognize pitch errors made by individuals and ensembles.
- Recognize rhythmic errors made by individuals and ensembles.
- Recognize intonation errors made by individuals and ensembles.
- Recognize errors in expressive qualities made by individuals and ensembles (e.g., dynamics, tempo, articulation, embellishments).

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**SUBAREA II—MUSIC THEORY**

**0006 Understand music notation.**

For example:

- Identify pitch notation in standard clefs.
- Analyze key and time signatures.
- Identify note and rest values.
- Analyze changes in tempo and dynamics.
- Identify expressive terms and symbols.

**0007 Understand melodic elements of music.**

For example:

- Recognize characteristics of melodies (e.g., melodic direction, range, contour).
- Identify scales (e.g., pentatonic, modal, major, minor, whole-tone) and intervals.
- Recognize melodic structures (e.g., sequence, phrase) and devices (e.g., inversion, retrograde, diminution).

**0008 Understand harmonic elements of music.**

For example:

- Identify specific chords (e.g., major, minor, dominant seventh, augmented, diminished, major seventh, minor seventh) and chord inversions.
- Identify and analyze chordal progressions.
- Identify and analyze cadences (e.g., authentic, half, deceptive, plagal).
- Identify and analyze the use of nonharmonic tones (e.g., passing tones, neighboring tones, suspensions).

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**0009 Understand the forms, structures, and styles of music.**

For example:

- Demonstrate knowledge of the components of music form (e.g., repetition, variation, contrast, phrase, period).
- Identify characteristics of music forms (e.g., binary, rondo, theme and variations, twelve-bar blues) and compositional techniques (e.g., fugue, tone row).
- Recognize elements of compound forms (e.g., sonata, concerto, symphony, overture) of music compositions.
- Identify characteristic elements of various music styles (e.g., blues, folk, reggae).

**SUBAREA III—CREATING AND PERFORMING MUSIC**

**0010 Understand techniques for creating music.**

For example:

- Demonstrate basic knowledge of music composition (e.g., music theory, instrumental/vocal range, transpositions).
- Identify approaches for improvising music (e.g., question and answer, rhythmic/melodic variation).
- Demonstrate knowledge of techniques for composing, scoring, and arranging music appropriate for a variety of instruments and voices within the school music program.

**0011 Understand techniques for performing vocal music.**

For example:

- Demonstrate knowledge of the process of producing vocal tone.
- Demonstrate knowledge of vocal classifications and ranges.
- Recognize the stages of vocal maturation and characteristics of the developing voice from early childhood to late adolescence.
- Demonstrate a familiarity with processes and techniques used to develop singing skills.

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**0012 Understand techniques for performing instrumental music.**

For example:

- Demonstrate knowledge of the types, characteristics, and uses of orchestral string, woodwind, brass, percussion, and keyboard instruments.
- Demonstrate familiarity with basic playing techniques for orchestral string, woodwind, brass, percussion, and keyboard instruments.
- Demonstrate familiarity with basic playing techniques for classroom instruments (e.g., Orff instruments, recorder, percussion, guitar).

**0013 Understand techniques for rehearsing, conducting, and evaluating music performances and compositions.**

For example:

- Recognize problems encountered in playing musical instruments and techniques for resolving such problems.
- Recognize problems encountered in singing and techniques for resolving such problems.
- Demonstrate knowledge of rehearsal strategies for vocal and instrumental ensembles.
- Demonstrate knowledge of common beat patterns and expressive techniques used in conducting small and large ensembles.
- Identify appropriate strategies for selecting vocal and instrumental music for performance.
- Apply appropriate criteria for evaluation of performances and compositions by using music vocabulary.

**SUBAREA IV—MUSIC HISTORY AND CULTURE**

**0014 Understand the characteristics, composers, and works of Western art music from major historical periods.**

For example:

- Identify major developments in vocal and instrumental music from ancient times through the present.
- Demonstrate knowledge of composers, styles, and forms of Western art music from major historical periods.
- Demonstrate knowledge of how music shaped and reflected the major ideas, issues, and themes of Western culture.

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**0015 Understand the characteristics of popular, folk, and ethnic music of the United States.**

For example:

- Demonstrate familiarity with instruments, styles, and characteristics of gospel, blues, rhythm and blues, and rock-and-roll music.
- Demonstrate familiarity with instruments, styles, and characteristics of jazz (e.g., Dixieland, swing, bebop).
- Demonstrate familiarity with instruments, styles, and characteristics of folk, country, and pop music.
- Demonstrate knowledge of how music shapes and reflects the major ideas, issues, and themes of cultures of the United States.

**0016 Understand the characteristics, composers, and works of world music.**

For example:

- Demonstrate familiarity with the primary genres of world music (e.g., Asian theatre music, African drumming, gamelan).
- Recognize instruments, styles, and characteristics of world music.
- Demonstrate knowledge of how music shapes and reflects the major ideas, issues, and themes of various world cultures.

**0017 Understand the relationship between technological advances in music and the evolution of music.**

For example:

- Identify developments in the design and use of instruments found in modern music ensembles.
- Identify developments in the creation of music through the use of computers and synthesizers.
- Demonstrate knowledge of how music is expanding and developing as a result of new technologies and societal changes.

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**0018 Understand the roles and functions of music as an expressive medium.**

For example:

- Analyze how music functions as a means of individual, communal, and cultural expression and communication.
- Analyze how music changes in response to changes in society.
- Analyze how music functions in commercial applications.
- Recognize the professional, avocational, and recreational types of individual involvement in music.

**SUBAREA V—MUSIC EDUCATION**

**0019 Understand appropriate content and methodologies for elementary school music classes (PreK–grade 5).**

For example:

- Demonstrate understanding of teaching methods for elementary school instrumental music classes.
- Demonstrate understanding of teaching methods for elementary school choral music classes.
- Demonstrate understanding of teaching methods for elementary school general music classes.
- Recognize how child development influences the selection of instructional approaches.
- Identify characteristics of rhythmic, harmonic, and melodic instruments, including ethnic instruments, used in the classroom.
- Demonstrate knowledge of conducting techniques that are appropriate for school performing ensembles.
- Demonstrate knowledge of types and characteristics of music technology that are appropriate for the school music program.
- Identify techniques for assessing student achievement that are appropriate for the school music program.
- Identify the uses of assessment data for modifying instruction.

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**0020 Understand appropriate content and methodologies for middle school/secondary music classes (grades 6–12).**

For example:

- Demonstrate understanding of teaching methods for middle school/secondary instrumental music classes.
- Demonstrate understanding of teaching methods for middle school/secondary choral music classes.
- Demonstrate understanding of teaching methods for middle school/secondary general music classes.
- Identify appropriate music education materials and literature for a variety of music settings.
- Demonstrate knowledge of techniques for accompanying ensembles.
- Identify techniques for assessing student achievement that are appropriate for the school music program.
- Identify the uses of assessment data for modifying instruction.

**0021 Understand methods for integrating music into the arts and other areas of the curriculum.**

For example:

- Demonstrate knowledge of aesthetic principles of music.
- Demonstrate knowledge of aesthetic principles common to all arts.
- Recognize how music and other forms of art can be combined to create interdisciplinary works (e.g., dramatic dance, opera, cinematography).
- Recognize similarities and differences in the meanings of common terms used in the various arts.
- Recognize ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.
- Identify rationales for music being used as a basic component of general education.

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**0022 Understand methods of music instruction for students with special educational needs.**

For example:

- Demonstrate an understanding of the purpose and goals for the education of students with special needs in inclusive settings.
- Select effective and appropriate modifications of music instruction for students with specific special needs.
- Recognize the roles and rights of ancillary staff and parents/guardians in the education of students with special needs.